

MCGILL UNIVERSITY
Department of Kinesiology and Physical Education
EDKP 448: Exercise and Health Psychology (3 credits)

Term: Winter 2023
Time: Tuesdays & Thursdays (10:05am to 11:25am)
Location: ENGTR 0100 (Trottier Building)

Instructors: Shane Sweet, PhD (pronouns: he/him)
 Olivia Pastore, PhD Candidate (pronouns: she/her)
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Teaching Assistants:	Tayah Liska	Zhiyang Shi
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Roles:	Assisting with course content, student question, and evaluating assignments	

TEAM award	Matei Balan (Kin)	Alexandre Gagnon (Phys Ed.)	Emily Cochrane (Kin)
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Roles:	myCourse discussions; myCourse material and multiple choices; assisting with assignments		

DESCRIPTION

Online description: The psychological aspects of health and participation in exercise and physical activity. The application of psychological knowledge and methodology within exercise and health. Theory and evidence on selected topics in this area of study.

Additional description: This course focuses on the psychological antecedents and consequences of exercise. Emphasis will be placed on understanding concepts, principles, and theories and how these may be applied to research as well as the promotion and maintenance of exercise.

COURSE LEARNING OBJECTIVES

By the end of this course students should be able to:

- ◆ Define and explain the theoretical concepts used to understand physical activity participation
- ◆ Apply the theories to promote physical activity participation
- ◆ Design a theory-based intervention to promote psychosocial variables aimed at increasing physical activity participation (or another health behaviour)
- ◆ Critically examine the link between physical activity and psychological well-being and how physical activity can be used to improve various aspects of psychological well-being

REQUIRED TEXT

1. Lox, C. L., Martin Ginis, K. A., Gainforth, H. L., & Petruzzello, S. J. (2019). *The psychology of exercise: Integrating theory and practice (5th edition)*. Routledge.
 - Available at McGill Bookstore
 - eBook rental available at: <https://www.routledge.com/The-Psychology-of-Exercise-Integrating-Theory-and-Practice/Lox-Ginis-Gainforth-Petruzzello/p/book/9780367186807>
2. Articles, book chapters (Motivational Interviewing) and media content posted on myCourses or the course timeline.

Note: The Motivational Interviewing book (<https://mcgill.on.worldcat.org/oclc/788281018>) is available online at the McGill Library.

GENERAL TOPICS OF THE COURSE

UNIT 1: THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE

UNIT 2: INTERVENTIONS TO INCREASE EXERCISE

UNIT 3: EXERCISE AND PSYCHOSOCIAL OUTCOMES

*See course timeline on myCourses for readings and weekly topics

INSTRUCTIONAL METHOD

In this course, a variety of instructional approaches will be used, which includes lectures, group activities, class discussions and online content (myCourses). As a result, students should expect to be actively involved in their learning.

EVALUATIONS

Name of Assignment	% Final Grade	Due dates
PARTICIPATION	5%	
REFLECTIONS	10%	January 31 st , 2023; April 4 th , 2023
MID-TERM (theories)	25%	February 7 th , 2023
INTERVENTION ASSIGNMENT	30%	January 26 th , 2023 (Group selection)
		February 23 rd , 2023 (Abstract)
		March 16 th , 2023 (Full assignment)
IN-CLASS ACTIVITY	5%	April 11 th , 2023 (in-class)
CONCEPT MAP ASSIGNMENT	25%	April 11 th , 2023






- A) **Midterm.** The mid-term will consist of all materials presented in class including all assigned readings (both book chapters and additional readings).
- B) **Each component of the Intervention Assignment** is due 30 minutes prior to start of class and to be submitted on myCourses. Assignments received at 9:36am or later will be considered late and ten percent (10%) will be deducted from the assignment. Ten percent (10%) is deducted from the assignment for each 24-hour period that your assignment is late. For example, if your assignment is two days late, a late penalty of 20% will be deducted from the mark that you receive for the assignment. **Assignments must be submitted on myCourses.** Emailed assignments will not be accepted under any circumstances. There are no specific grades associated with the **abstract submission**, however a 5% penalty will be charged on the full assignment if the abstract is not submitted. Please see the intervention assignment rubric for more information. Further instructions on the components of the assignment will be provided in class.
- C) **In-Class Activity:** The in-class activity will occur in-person during the last class.
- D) **Concept Map Assignment:** The final assignment is due 30 minutes prior to the start of the class and submitted on myCourses. Assignments received at 9:36am or later will be considered late and ten percent (10%) will be deducted from the assignment. Ten percent (10%) is deducted from the assignment for each 24-hour period that your assignment is late. For example, if your assignment is two days late, a late penalty of 20% will be deducted from the mark that you receive for the assignment. **Assignments must be submitted on myCourses.** Emailed assignments will not be accepted under any circumstances. Please see the concept map assignment rubric for more information.
- E) **Reflections:** The reflections are due 30 minutes prior to start of class and to be submitted on myCourses. The same penalty policy described for the intervention assignment will be applied for the reflection. Please see the reflection rubric for more information.
- F) **Participation.** Participation marks are earned with in-class assignments, your response rate to myCourses surveys and your general preparedness and class attitude. You will have 4 opportunities to earn participation marks through in-class assignments. Each assignment will be worth 1% up to a maximum of 3%. Therefore, you need to **complete 3 of 4 assignments** to receive the full 3%. An extra 1% will be attributed if you answer **at least 75% of myCourse** questions/surveys. The extra 1% will reflect your class preparedness, respect and willingness to participate in class activities.

COURSE TIMELINE

Note that the timeline and content may change as the course advances. Any changes to the readings and topics will be discussed in lecture and posted on myCourses.

WEEK	DATE	GENERAL TOPIC	SPECIFIC TOPIC	READINGS
1	January 5 th	<i>INTRODUCTION TO EXERCISE PSYCHOLOGY</i>	1. Introductions 2. Present course outline 3. Intro to key concepts	

		Lecturer: SS		
2	January 10 th	<i>INTRODUCTION TO EXERCISE PSYCHOLOGY</i> Lecturer: SS	1. Exercise psychology 2. Behaviour change 3. Why theories?	📖 Kelly & Barker 2016 article 📖 Chapter 1 📖 Chapter 3 (p. 44-45)
2	January 12 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	Self-efficacy theory	📖 Chapter 3: p.52-59
3	January 17 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	Theory of planned behaviour	📖 Chapter 3: pages 59-64
3	January 19 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	Self-determination theory	Chapter 3: pages 64-71 Supplemental Materials: TED Talk by Ed Deci (co-founder of SDT)
4	January 24 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS	1. Transtheoretical Model 2. Health Action Process Approach	Use scanned copy of 4 th edition (Chapter 4: pages 79 to 87) on my courses HAPA article: Page 1 to 14 (Schwarzer, 2008)
4	January 26 th	<i>THEORETICAL APPROACHES TO UNDERSTANDING EXERCISE</i> Lecturer: SS ***Intervention Group Selection Due***	1. Behaviour Change Wheel	📖 Michie (2011)

REFLECTION 1 DUE – JANUARY 31ST				
5	January 31 st	<i>EXERCISE INTERVENTIONS</i> Lecturer: SS	2. Basics of intervention designs 3. Linking theory to your intervention components 4. Behaviour change techniques list. Example of behaviour change intervention	 Chapter 5 Supplementary Materials Sweet et al, 2017 - Table 3
5	February 2 nd	<i>REVIEW</i>	Review activity	
MIDTERM – FEBRUARY 7TH				
6	February 7 th	<i>MIDTERM</i>	In-class midterm	
6	February 9 th	<i>EXERCISE INTERVENTIONS</i> Lecturer: SS	Health messaging Guest Lecture: Lindsay Duncan	<input type="checkbox"/> Article to be posted on myCourses. Bonus Intervention content : Podcast on exercise imagery with Dr. Duncan and Shannon
7	February 14 th	<i>EXERCISE INTERVENTIONS</i> Lecturer: SS	1. Behaviour change techniques	 Chapter 6: pages 141-150
7	February 16 th	<i>EXERCISE INTERVENTIONS</i> Lecturer: SS	1. Modalities and approaches 2. Behaviour change enactment and coaching	 Chapter 6: pages 151-156  Hankonen, 2022
8	February 21 st	<i>MOTIVATIONAL INTERVIEWING (MI)</i> Lecturer: OP	1. Introduction to MI 2. The spirit of MI 3. Intro to the method of MI	 MI – chapters 1, 2, & 3 Supplemental: Introduction to motivational interviewing for peer mentoring

8	February 23 rd	<i>MOTIVATIONAL INTERVIEWING</i> Lecturer: OP	1. The method of MI 2. Listening 3. Evoking ***Intervention Abstract Due***	📖 MI – chapters 5 & 13
Feb 27th & March 3rd - READING WEEK – NO CLASSES				
9	March 7 th	<i>MOTIVATIONAL INTERVIEWING</i> Lecturer: OP	In-class practice of motivational interviewing	Video of MI: diabetes case study.
9	March 9 th	<i>PHYSICAL ACTIVITY MAINTENANCE</i> Lecturer: TL & OP	1. Maintenance – What is it? 2. The problem with maintenance Guest Lecturer: Tayah Liska	📖 Kwasnicka et al. (2016)
10	March 14 th	<i>PHYSICAL ACTIVITY MAINTENANCE</i> Lecturer: OP	1. Enjoyment 2. Values 3. Reflection	📖 Article to be posted on myCourses.
INTERVENTION ASSIGNMENT DUE – MARCH 16TH				
10	March 16 th	<i>PHYSICAL ACTIVITY & WELL-BEING</i> Lecturer: OP	1. Eudemonic versus Hedonic well-being 2. Positive psychology	📖 Wiese et al 2018
11	March 21 st	<i>PHYSICAL ACTIVITY & SELF-COMPASSION</i> Lecturer: OP	Self-compassion theory	📖 Neff & Germer (2017) 📖 Wong et al. (2021) TED Talk: https://www.youtube.com/watch?v=IvtZBUSplr4&ab_channel=TEDxTalks Supplemental Website: https://self-compassion.org/

11	March 23 rd	<i>PHYSICAL ACTIVITY, MIINDFULNESS, & YOGA</i> Lecturer: OP	1. PA and mindfulness 2. PA and yoga	📖 Carrière et al. (2018)
12	March 28 th	<i>PHYSICAL ACTIVITY & NATURE</i> Lecturer: OP	PA and nature	📖 Araújo et al. (2019) 📖 Capaldi et al. (2014)
12	March 30 th	<i>PHYSICAL ACTIVITY, TECHNOLOGY & RELATIONSHIPS</i> Lecturer: OP	1. PA and technology, social media, & screen time 2. PA and relationships	📖 Articles to be posted on <i>myCourses</i> . TED Talk: https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_less_ons_from_the_longest_study_on_happiness?language=en
REFLECTION 2 DUE – APRIL 4th				
13	April 4 th	<i>PHYSICAL ACTIVITY & MENTAL ILLNESS</i> Lecturer: OP	1. Anxiety 2. Depression	📖 Fortier et al. (2020) 📖 Paolucci et al. (2018)
13	April 6 th	<i>PHYSICAL ACTIVITY & MENTAL ILLNESS</i> Lecturer: LH & OP	1. Exercise dependency 2. Body image Guest Lecture: Laura Hallward	📖 Article to be posted on <i>myCourses</i> .
CONCEPT MAP ASSIGNMENT DUE & IN-CLASS ACTIVITY APRIL 11TH				
14	April 11 th	<i>INTEGRATION OF TOPICS</i> Lecturer: SS & OP		

MCGILL POLICY STATEMENTS AND COURSE EXPECTATIONS

Attendance

Students are expected to be prepared for and to attend all classes. Assigned readings, including supplemental articles, should be read in advance of class in order to further understand and

contribute to group and class discussions/activities. In-class group assignments will also be used to assess attendance (see above regarding details for the in-class assignments).

Course recording

Course recordings will be available for most classes. These course recordings are to serve as a tool to supplement student learning. Students should not rely on the recordings as the only source of course content as they will not capture all learning opportunities. Parts of the course are focused on active learning to which will not be always captured by the recordings. As such, parts or full classes may not be available.

Policy regarding the use of email

All emails and electronic correspondence will be sent through myCourses. It is your responsibility to verify the email address that is linked with myCourses (your McGill University email by default). We recommend students with questions about class material, exams or assignments can seek assistance from the teaching assistants first by email and then reach out to the course instructors. Remember that your classmates are your first line of correspondence, including the discussion on the myCourses discussion boards. Please have the course code EDKP 448 as the subject line of your emails to ensure a prompt reply. I reserve the right **NOT** to answer any exam or assignment-related questions asked via email 24 to 36 hours prior to the exam or deadline of an evaluation.

Academic integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see www.mcgill.ca/students/srr/honest/ for more information). (Approved by Senate on 29 January 2003)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/). »

Language of Submission:

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »

Student Accessibility & Achievement (formerly Office for Students with Disabilities)

If you experience barriers to learning in this course, do not hesitate to discuss them with me and [Student Accessibility & Achievement](#).

End-of-course evaluations (Mercury)

“[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”

I also review all my end-of-course evaluations seriously with the goal of improving this course from year to year. Your constructive feedback is greatly appreciated.

Accommodation of religious holy days.

Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict. Possible solutions include: a) rescheduling the evaluation, or b) preparing an alternative evaluation for that particular student, or c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student. For undergraduate students in the Faculty of Education, the Executive Director Student Affairs should be contacted.

Land Acknowledgement

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L’Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d’échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

Grading for the course

Grading is based on guidelines presented in the McGill University Calendar:

A	85-100%
A-	80-84%
B+	75-79%
B	70-74%
B-	65-69%
C+	60-64%
C	55-59%
D	50-54%
F	0-49%

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

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